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IDENTIFIERS	*Colorado

ABSTRACT

This guide contains materials about and from the Educator Externship Program for School-to-Career Partnerships in Western Colorado, which was organized to give educators an opportunity to experience firsthand the changes occurring in various business sectors. The guide begins with a discussion of the elements and benefits of externships, during which participating educators spend a period of time at a worksite so that they can explore and learn about the workplace and community at large. The following aspects of designing and implementing externships are discussed: initial research; design (desired outcomes, structure, logistics); material development; recruitment; scheduling; evaluation; and product development. Presented next are the syllabus and agenda from the externship held in summer 1998, a 2-credit hour program during which educators attended classroom presentations and a practicum with local businesses and industry. The following items are also included: flyer and registration form; letters to educators and employers; discussions of the role of employers in externship programs, career interest pathways, the Secretary's Commission for Achieving Necessary Skills competencies and Colorado Workplace Competencies; lesson plan template; lesson matrix; educator and employer evaluation forms and results; and list (including source addresses) of four guides to developing teacher externship programs. (MN)

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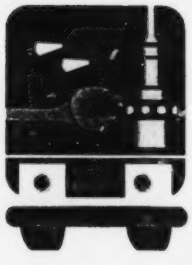
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

EDUCATORS IN THE WORKPLACE

A "HOW TO" GUIDE

Darla Bennett, Barbara Milicevic, Robert Dolan



Integrating. . . . . .
Academic Standards
Workplace Competencies
Career Relevance

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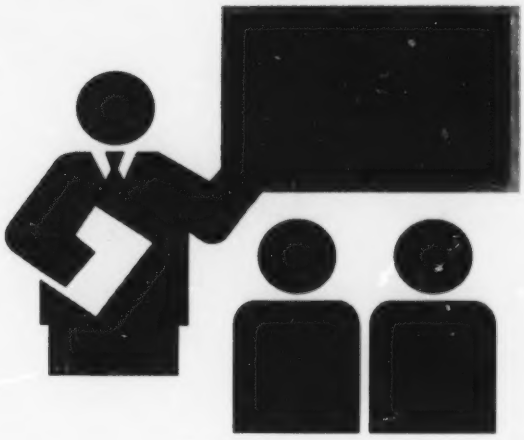
EDUCATORS IN THE WORKPLACE



1998

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Region V School-to-Career Resource Center
Barbara Milicevic, Regional Coordinator
60 South Cactus Drive, Suite #1
Cortez, Colorado 81321
(970) 565-7536
FAX: (970) 565-7499

Dear Educators and Business Partners,

The Colorado School-to-Career Partnership is a comprehensive education and training system designed to prepare all students (K-16) for fulfilling careers.

To help accomplish this goal, we organized an Educator Externship program for School-to-Career Partnerships in Western Colorado that allows educators to benefit from experiencing first hand the changes occurring in the business sectors. Externships (experiences outside the parameters of one's own domain) provide educators with the direct experience of exploring and learning about the workplace and community at large. This professional development program provides educators with the opportunity to incorporate experiences gained in the workplace with academic instruction. In this way, students are able to understand the importance of strong academics, how they apply to the world, and the career opportunities available to them.

Externships provide a dialogue between personnel and educators that aids in establishing permanent links between the workplace and the classroom. We encourage participation in professional development programs, such as this one, that result in bringing knowledge of the business world into the classroom and generate an exciting learning environment.

We firmly believe that Educator Externships are a vital professional development experience that benefits educators, business personnel, and students.

Sincerely,

Darla Bennett
Barbara Milicevic
Robert Dolan

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What is an Externship?

What is an externship?

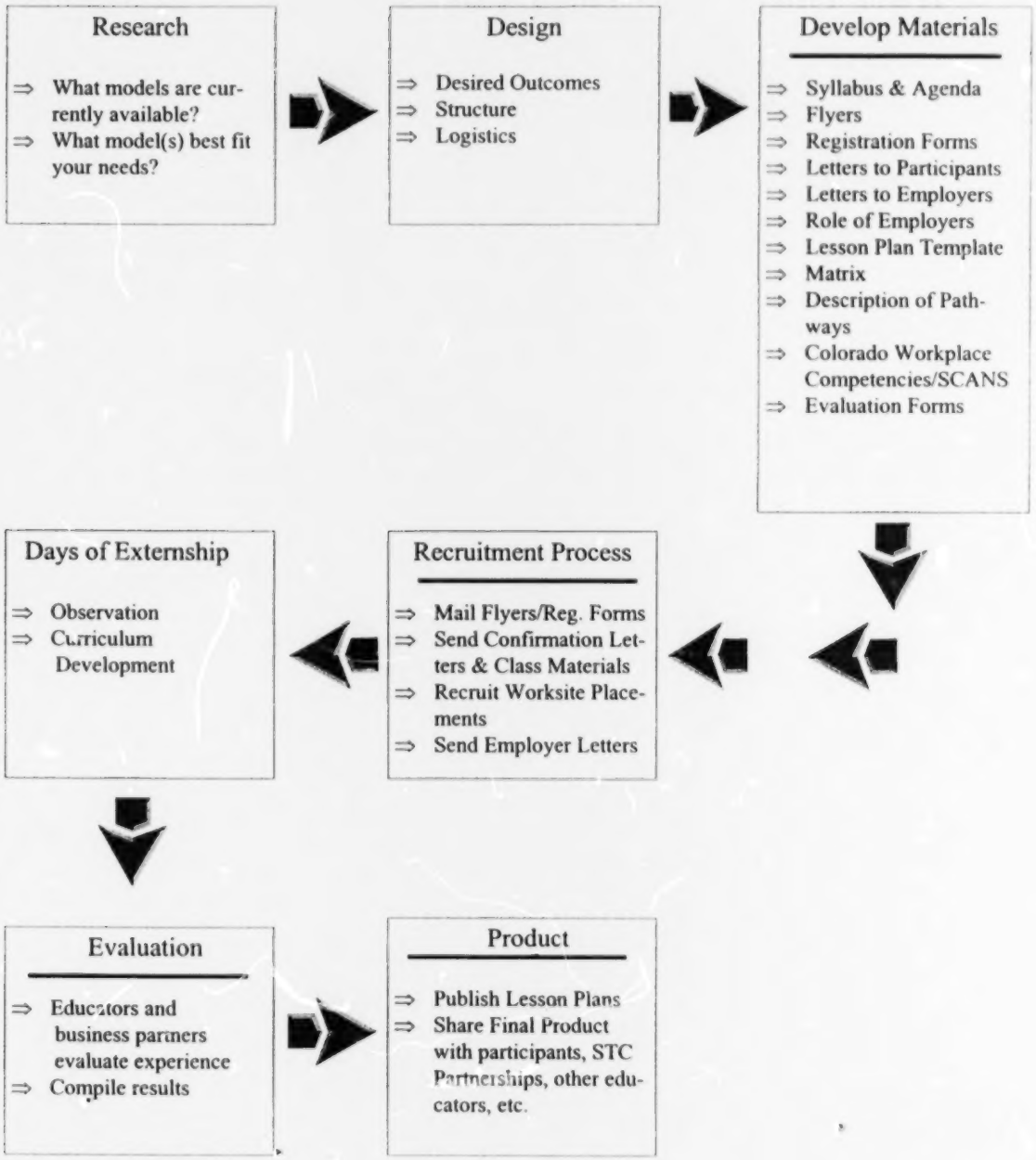
An externship (an experience outside the parameters of one's own domain) allows educators to spend a period of time at a worksite and provides the experience of exploring and learning about the workplace and community at large. Externships provide educators with the opportunity to incorporate the experiences gained in the workplace with academic instruction.

The Externship Experience.....

- Increases awareness and knowledge of changing workplace competencies and attitudes.
- Gives a realistic perspective of today's workplace and the skills students will need to succeed.
- Provides an opportunity to gather information to aid in the design of curriculum.
- Offers teachers a rich professional development opportunity to enhance subject expertise and explore new teaching strategies.
- Increases awareness of career pathway potential in occupational areas.
- Provides a dialogue between business personnel and educators that aids in establishing permanent links between the workplace and the classroom.
- Brings knowledge of the business world into the classroom.
- Provides an exciting learning environment that will help students understand the importance of strong academics, how they apply to the world, and the career opportunities available to them.

Developing & Implementing →

Developing and Implementing



Research

Before designing the externship program for Western Colorado, we spent about two months researching other models (i.e. Career Development Institute, Boston Public Schools). These were all excellent models, and we simply revised some of the materials to fit the needs of Western Colorado. Please see the reference page for a complete list of the resources/models that were used.

Good job! One of the best I've taken in 20+ years.
—1998 Externship Participant

Design

Desired Outcomes

What are the desired outcomes of the externship? What do you want the externship participant to gain from the experience? For example:

- Participants will observe how academics are used on the job, and will identify specific academic applications (i.e., when or where math, science, communication are used).
- Participants will develop lesson plans which integrate academic standards, workplace competencies, and career relevance.
- Participants will identify potential student worksite learning experiences (i.e. job shadowing, tours, career speakers, on-the-job experiences, internships. . .).

The workplace competencies are essential to be successful on a job. We should demand more of this behavior from our students.
—1998 Externship Participant

Communication skills are the most valued skills in the workplace.
—1998 Externship Participant

Structure

Once the desired outcomes have been determined, the program should be structured so that those outcomes are attained. You may want to consider the following questions:

- How many educators should participate in the externship?
- How many days will educators spend at the worksite?
- Will they be at only one or more than one worksite?
- Will they go as a team or as individuals?
- When will the externship be conducted—during the academic year or in the summer?
- Who will teach the course?
- What funding options, if any, are available?
- Who should be involved in the design of the program?
- What work with employers will need to be completed?

How interested the employers are in being partners in education.
—1998 Externship Participant

- Will educators receive a stipend for participating?
- What kind(s) of credit will be offered, if any?
- What are the course requirements?
- What should be included in the curriculum?
- Will educators select their own worksite or will the coordinator, teacher?

Logistics

- Where will the classroom portion of the course be held (i.e., facilities)?
- What equiment will be needed for the class?
- Will the instructor visit the educators while they are at the worksite?
- What college/university will you work with to obtain credit?

Developing Materials

Once you have determined which college/university that you would like to work with to obtain credit for your course, you will need to find out what they need in regards to course syllabus, instructor of record, and so forth. After the course and syllabus have been approved for credit, you will be able to create your flyers and registration forms. Other materials that we created ahead of time were:

- Course Agenda
- Confirmation Letters
- Letter to Business Partners
- Role of Business Partners
- Description of Career Interest Pathways
- Description of Colorado Workplace Competencies
- Lesson Plan Template
- Matrix
- Evaluation Forms

Recruitment Process

Flyers and registration forms were mailed at least four months before the externship. When registration forms were received, confirmation letters were mailed along with the description of career interest pathways and Colorado Workplace Competencies.

Basic reading, writing, speaking, listening, calculating, and problem-solving skills generalize into all varieties of the workforce.
—1998 Externship Participant

Basic values—promptness, hard work, reliability, willingness to learn—were most desired.
—1998 Externship Participant

I will relate more about how lessons apply to the workplace.
—1998 Externship Participant

I will tie concepts to real world situations found in the work world.
—1998 Externship Participant

Days of the Externship

We began the course on a Friday. The first day, which spent in the classroom, consisted of the importance of and "how to" integrate academic content standards, workplace competencies, and career relevance. The educators then spent Monday through Wednesday in the workplace. The instructor of record visited each of the educators at the worksite. On Friday, the educators returned to the classroom to present the lesson plans that they had developed to their peers.

Well done! Expand the program. I could benefit from more visits.
—1998 Externship Participant

Evaluation

Each participant completed a course evaluation on the last day of the externship. The instructor of record left an evaluation form for the employers while visiting the worksites. The business partners were asked to complete and return the evaluation form within a two-week period.

I will allow students the opportunity to experience tasks and planning so they do more instead of absorb more from me.
—1998 Externship Participant

Product

All the lesson plans were compiled, sorted into subject areas and content standards, and published for distribution.

Practical application is extremely important.
—1998 Externship Participant

Syllabus & Agenda

'98 Summer Externship: Educators in the Workplace
School-to-Career — Region Five and Six
Extended Studies — Adams State College

I. Course Code: TBA
II. **Educators in the Workplace**
III. 2.0 Credit Hours
IV. Classroom Lecture and Presentation:
June 19 and 26, 1998, 8:00 a.m. - 4:30 p.m. (with lunch break)
Participants select a minimum of 24 total hours between the two class days for practicum in the workplace (employment externship)
V. Instructor: Robert Dolan, M.A.
VI. (Course) Location: Colorado Mountain College, 1402 Blake Avenue, Glenwood Springs, CO, Room 3A
VII. Office Hours: By appointment
VIII. Telephone: (970) 945-6558

IX. Course Description:
This course is a cooperative effort among Colorado Western Slope employers, Adams State College, public schools, and School-to-Career Partnerships in an effort to inform and build collaborative relationships that will help prepare students for the world of work. This course is designed to provide teachers, school counselors, and school administrators with the knowledge and experience necessary to implement effective School-to-Career curricula. In addition to learning about theory, policy, and activities associated with School-to-Career, participants will use experiences gained through a practicum with local businesses and industry to generate and implement their own curriculum.

X. Course Objectives:
1. Expand knowledge of School-to-Career initiatives at the state, national, and local levels.
2. Research skills and attitudes that students need for success in the world of work.
3. Focus on one business/industry/profession through an "externship" in order to learn more in depth about the range of activities associated with that occupation.
4. Design lesson plans that incorporate experiences gained in the workplace with academic instruction.

XI. Texts, Readings, and Instructional Resources:
Instructor prepared handouts.

XII. Course Requirements, Evaluation Procedures, and Grading Policy:
- ⇨ Mandatory attendance at both class sessions.
- ⇨ Full 24 hours cumulative worksite time for externship experience.
- ⇨ A minimum of five lesson plans (or unit) which integrate: state academic standards, workplace competencies, and career relevance.
- ⇨ A returned employer evaluation on the "externship experience"—value of the program.

Grades will be Pass/Fail. A passing grade will require meeting the above criteria.

'98 Summer Externship

June 19 - 26, 1998

June 19:

7:30 - 8:00	Registration and Coffee
8:00 - 8:15	Introductions
8:15 - 9:00	Career Interest Inventories
9:00 - 10:30	Experiential Education: John Dewey
10:30 - 11:00	Discussion
11:00 - 12:00	Career Explorer
12:00 - 1:00	Lunch (on your own)
1:00 - 2:00	Making Standards Work: Integrating Curriculum
2:00 - 2:15	Break
2:15 - 3:15	math. . . who needs it?
3:15 - 4:00	Integration Activity
4:00 - 4:30	Workplace and Assignment Expectations
4:30	Adjourn

June 20 - 25: *Workplace Assignments (minimum 3 days)*

June 26:

8:00 - 12:00	Presentations
12:00 - 1:00	Lunch (on your own)
1:00 - 3:30	Presentations
3:30 - 4:00	Wrap up
4:00	Adjourn

Flyer & Registration Form →

School-to-Career Summer '98 Educator Extenrship
Regions V & VI (Western Colorado)

This externship is a cooperative effort among Colorado Western Slope employers, Adams State College, public schools, and School-to-Career partnerships in an effort to inform and build collaborative relationships among business and schools that will help prepare students for the world of work. This course is designed to provide teachers, school counselors, and school administrators with the knowledge and experience necessary to implement effective School-to-Career curricula. In addition to learning about theory, policy, and plans associated with School-to-Career, participants will use experiences gained by visiting local businesses and industry to generate and implement a School-to-Career curriculum.

WHEN:	**JUNE 19 - 26, 1998**	
WHAT:	**JUNE 19, 8-4:30, Classroom Discussion** **JUNE 20 - 25, Participant must spend at least 3 days in the workplace**	
WHERE:	**Region V:**	**Region V Resource Center, Cortez**
	Region VI:	**Colorado Mountain College, Glenwood Springs**
WHO:	**Teachers, School Counselors, School Administrators, and Business Personnel**	

If you are interested in participating in the **Region VI Externship**, please mail the attached registration form to: Darla Bennett, Regional School-to-Career Coordinator, 504A 27th Street, Glenwood Springs, CO 81601. (970) 947-0851 or FAX: (970) 947-0862.

If you are interested in participating in the **Region V Externship**, please mail the attached registration form to: Barbara Milicevic, Regional School-to-Career coordinator, 60 south Cactus Drive, Suite 1, Cortez, CO 81321. (970) 565-7536 or FAX: (970) 565-7499.

School-to-Career summer '98 Externship
Regions V & VI (Western Colorado)

Educator Profile

Yes, I am interested in participatin gin the Summer '98 Externship. Pelase register me for the following region:

Region V, Cortez

Region VI, Glenwood Springs

I am a: Teacher Counselor Administrator Other _____

Name: _____

School: _____

Address: _____

Phone: _____ Fax: _____ e-mail: _____

The best time to reach me is: _____

Subjects I teach: _____

Grades I teach: _____

Letter to Participants

Dear :

Thank you for your interest in participating in the '98 Summer Educator Externship. The intent of the externship is to connect the classroom to the world of work through the broad curricular eyes of educators from kindergarten through high school. One of your requirements as an externship participant will be to design lesson plans that integrate academic content standards, workplace competencies, and career relevance. One of the expected outcomes of the externship will be a document of these lesson plans that spans all subjects and all grade levels, meets the needs of all students, and applies to the six career interest pathways. When published, a copy of this document will be given to all participants.

So that we are able to place you in a job that is of interest to you for the '98 Summer Externship, **please rank the following career interest pathways in order from 1-7** (1 being of most interest to you, etc.). We will try to place you in a workplace related to one of your top two choices.

_____ Health & Related Services

_____ Arts, Humanities, Communications

_____ Engineering & Industrial Technology

_____ Human Services

_____ Natural Resources

_____ Business, Marketing & Financial

_____ I will set up my own worksite placement.

Please return this form to me no later than May 1, 1998.

Sincerely,

Letter to Employers

Dear :

Thank you for volunteering your time and expertise to assist School-to-Career Partnerships with the '98 Summer Educator Externship. Externships provide an opportunity for dialogue between business personnel and educators that aid in establishing permanent links between the work-place and the classroom.

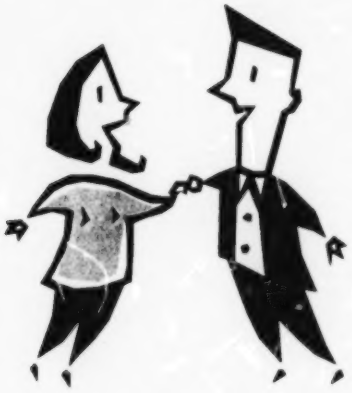
How many times have we heard students questioning, "Why are we doing this?", "How will I use this in my life?", "What's the point?" Students often struggle with these questions because they fail to see the relevance of what's being taught in the classroom to their limited real life experiences. The primary goal of School-to-Career is to reinforce the students' academic experiences and to show students that what they learn in school is relevant and practical. This professional development program will result in bringing knowledge of the business world into the classroom and generate an exciting learning environment.

The following educator will be with you between June 22-24, 1998: John Smith. Enclosed are materials to assist you in making this experience a success for both you and the educator.

As the Region Six School-to-Career Coordinator, I firmly believe that externships are a vital professional development experience that benefits educators, business leaders, and students. If you have any questions about the program, please give me a call. Again thank you for your participation.

Sincerely,

Role of Employers



School-to-Career
'98 Summer Educator Externship

Role of Business Partners

Objectives:

To guide educators through the business environment and share knowledge of:

- The structure of the organization
- Profile of worker—employment opportunities, training needs, ongoing professional development, and so forth
- Competencies, skills, and attitudes needed by employees
- Specific academic applications (i.e. where math, science, communication are used)
- Challenges facing the industry
- Competition in the marketplace
- Impact of technology, diversity in the workplace, and global competition
- Worker benefits
- How educators and business leaders can partner
- Work ethics, generic professional competencies

Impact:

- Your expertise will add value to classroom relevance in curriculum and classroom practices.
- Your assistance will help students understand needed work force skills.
- You will gain a perspective about teaching and learning in today's schools.
- You will develop personal connections with educators and students.

Career Interest Pathways

Career Interest Pathways

A career path is a way of grouping similar occupations and relating them to a student's interests and talents. A path is not a track; it allows for changes in direction and can lead toward several destinations. A good career path provides a sense of direction and a purpose for academic achievement so that a young person is well prepared even if she or he later chooses a different path. No one has ever been able to predict precisely where his or her own or someone else's career will lead. But if we can give more young people a better sense of what they can do in the future and what they have to do to prepare, they will be better able to make good choices.

What is:

Arts and Communications? Are you creative, imaginative, innovative and original? Do you like to communicate ideas? Occupations in this path are related to the humanities and the performing, visual, literary, and media arts. These may include architecture, interior design, creative writing, fashion design, film, fine arts, graphic design and production, journalism, languages, radio, television, advertising and public relations.

Engineering & Industrial Technology? Are you mechanically inclined and practical? Do you like to use your hands and build things? Are you curious about how things work? Occupations in this path are related to the technologies necessary to design, develop, install and maintain physical systems. These may include engineering, manufacturing, construction, service and related technologies.

Human Services? You'll find teachers, police officers, firefighters and youth workers are friendly, outgoing, understanding, and cooperative. They like helping people solve problems, and they want to make things better for others. Occupations in this career path are related to economic, political and social systems. These include education, child care, leisure and recreation services, social services, personal services, food and hospitality, delivery of goods and services, government, military, law and law enforcement.

Natural Resources? Are you practical, curious about the physical world and interested in plants and animals? Do you like to be physically active? Do you like to observe, learn, investigate and solve problems? Occupations in this path are related to agriculture, the environment and natural resources. These may include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture and wildlife.

Business, Marketing and Financial? Do you enjoy being a leader, planning activities for others, working with numbers, organizing, carrying through with an idea and seeing the end product? Occupations in this path are related to the business environment. These may include business ownership or careers in sales, marketing, computer/information systems, finance, accounting, personnel or human resource, economics, and management.

Health and Related Services? Do you like to care for people or animals who are sick? Or do you want to help them stay well? Are you interested in new diseases and how the body works? Occupations in this path are related to promotion of health and treatment of disease. Careers may be related to research, prevention, treatment, and related technologies.

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SCANS

SCANS

Secretary's Commission on Achieving Necessary Skills

A BLUEPRINT FOR HIGH PERFORMANCE

The SCANS report identified five competencies and three foundation skills and personal qualities. These include:

COMPETENCIES - Effective employees can productively use:

- **Resources** - allocating time, money, materials, space, and staff;
- **Interpersonal Skills** - working on teams, teaching others, service customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
- **Information** - acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
- **Systems** - understanding social, organization, and technological systems;
- **Technology** - selecting equipment and tools, apply technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION - Competence requires:

- **Basic Skills** - reading, writing, arithmetic and mathematics, speaking, and listening;
- **Thinking Skills** - thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
- **Personal Qualities** - individual responsibility, self-esteem, sociability, self-management, and integrity.

How are the SCANS skills best taught and learned? According to the report, a major emphasis must be in teaching skills "IN CONTEXT". This means placing learning objectives within real environments and in real life situations or simulations. It is essential to connect knowledge and skills to workplace applications so students can readily see how they will use them. Furthermore, in the workplace we do not use one skill at a time in isolation of the other skills. Working on tasks and problems usually calls on applying a range of skills simultaneously.

Colorado Workplace Competencies

Colorado Workplace Competencies Provide Classroom Teachers 'A Place to Start' with School-to-Career Integration

To help prepare all students for training and opportunities after their K-12 years, the Colorado Department of Education developed the following five competencies to help integrate classroom learning and "real-world" workplace skills. The Colorado Workplace Competencies are based on the Secretary's Commission on Achieving Necessary Skills (SCANS) report from the early 1990's. The SCANS report surveyed thousands of employers and businesses nationwide and reported the skills necessary for employment success.

The challenge to the individual classroom teacher is to integrate these competencies into what the teacher is already doing. School-to-Career integration involves small changes in the successful learning modalities already in place in the classroom. Teachers can "bulletin board" the competencies in their classroom and teach to these competencies just like teaching and learning with the Colorado Academic Content Standards. Call students attention to the competencies when working on and completing a task and remind the students that they are using "real-world" skills and participating in an education relevant to their future and adding to their probability for becoming a successful and contributing member of a working democracy.

Communication Skills - Demonstrates the ability to receive and relay information clearly and effectively.

- Listening - receives, attends to, understands and responds to verbal and non-verbal messages.
- Speaking - Clearly organizes and effectively presents ideas orally.
- Writing - organizes and effectively presents ideas and information in writing.
- Interpreting - delineates and analyzes oral and written information and synthesizes information into a conclusion.
- Negotiating - works toward agreement while maintaining position.
- Persuading - communicates ideas to justify position, overcome resistance, and convince others.

Organizational Skills - Demonstrates the ability to effectively and efficiently operate a workplace.

- Planning - devising and outlining a process to achieve a goal and timeline.
- Time Management - applies appropriate time to task and manages multiple priorities.
- Using Resources - identifies, organizes, plans, and allocates resources.
- Systems Thinking - understands the nature of systems, develops and adapts systems to meet organizational needs.
- Evaluating - collects, evaluates, and uses data to monitor and improve performance.

Thinking Skills - Demonstrates the ability to use reasoning.

- Problem Solving - identifies and recognizes a problem, considers alternatives, devises and implements a logical plan of action.
- Decision Making - uses a process to identify goals and constraints, evaluate alternatives, and reach a conclusion.
- Creative Thinking - generates new and innovative ideas.
- Learning - uses efficient techniques to acquire and apply new knowledge and skills.
- Analyzing - identifies bias of information sources, evaluates contradictory information, and effectively manages information.
- Mathematics - performs basic computations and solves practical problems by applying appropriate mathematical techniques.

Worker Qualities - Demonstrates the characteristics of an effective worker.

- Self-management - demonstrates punctuality, readiness to work, initiative and the capacity for life long learning and personal growth.
- Team Member - contributes to group effort through cooperation and consensus.
- Responsibility - follows through consistently with honesty and integrity.
- Flexibility - shows versatility and the ability to change.
- Leadership - creates a direction/vision for others to follow, aligns management methods with vision, and implements a system of accountability.
- Diversity - accepts differences and works well with individuals from a variety of backgrounds and/or with divergent philosophies or ideas.

Technology Skills - Demonstrates the ability to work with a variety of technologies and equipment.

- Computer literacy - demonstrates keyboarding skills, uses computer programs, and understands basic computer operations.
- Selects Technology - chooses appropriate procedures, tools, or equipment.
- Applies Technology - understands overall intent and proper procedures for using selected technology and equipment.
- Uses Technology Information - interprets and uses data generated from a variety of technology devices.

Note: Technology refers to any device, tool, or piece of equipment that facilitates or supports completion of work. Some examples include: machinery, computers, scientific equipment, fax machines, voice mail, overhead projectors, VCRs, cash registers, calculators, etc.

Lesson Plan Template

GRADE LEVEL

STATE STANDARD

BENCHMARK

WORKPLACE COMPETENCY

Quotation

Developed by:

LEARNING ACTIVITIES

ASSESSMENTS

ACADEMIC CONTENT STANDARD

ACADEMIC CONTENT STANDARD

WORKPLACE COMPETENCY

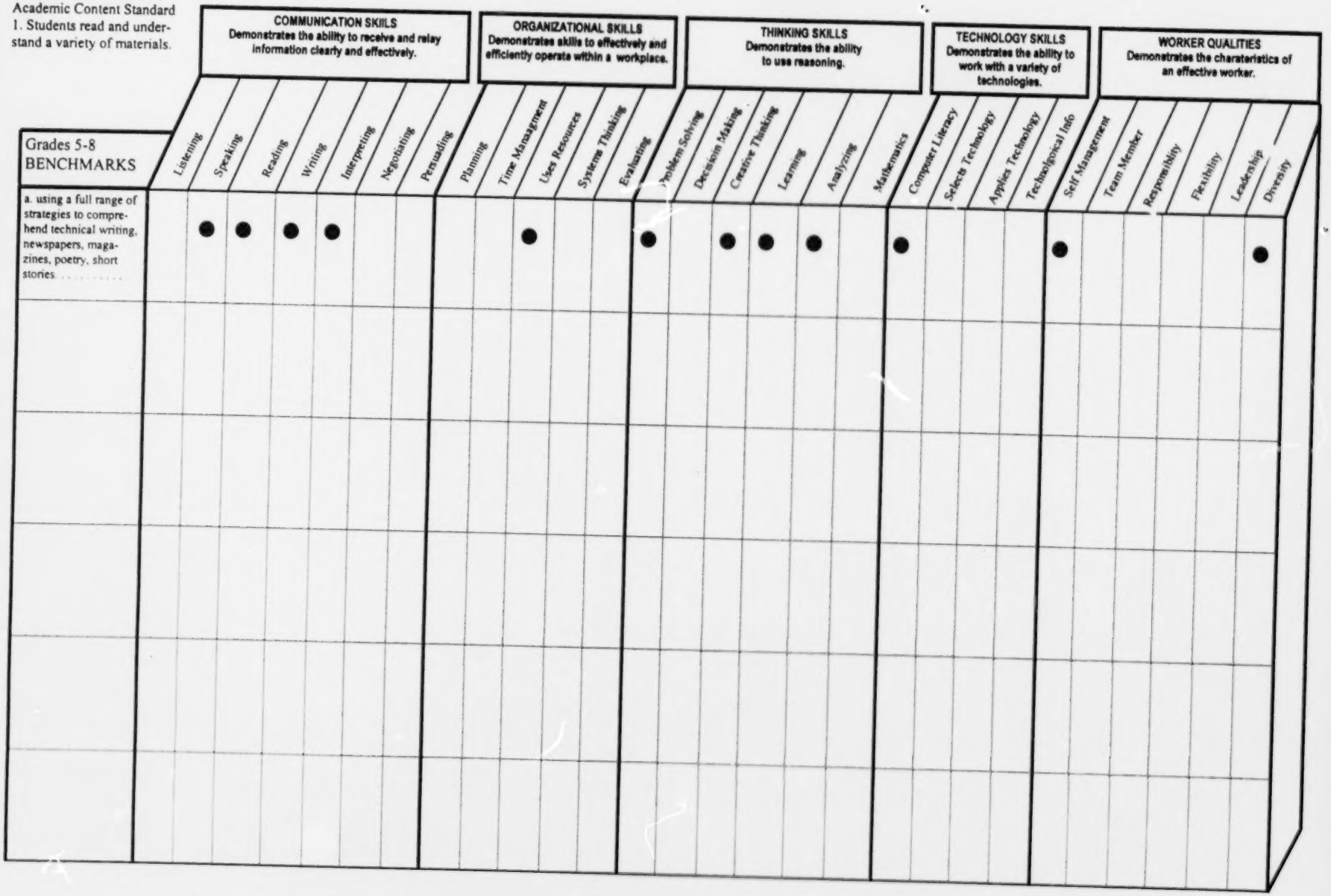
WORKPLACE COMPETENCY

CAREER DEVELOPMENT & COMMUNITY

Lesson Plan Matrix Example

READING & WRITING

Academic Content Standard 1. Students read and understand a variety of materials.



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Educator Evaluation Form

'98 Summer Externship Program
Educators Evaluation Form

Now that you have completed your worksite externship visit, let us know what you thought about it. Respond to each statement below by **circling** 1 if you strongly disagree, 2 if you disagree, 3 if you are neutral, 4 if you agree, and 5 if you strongly agree.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I received adequate information to prepare me for my externship visits.	1	2	3	4	5
2. I believe I was able to attain my desired outcomes.	1	2	3	4	5
3. I learned how academic skills are used at worksites.	1	2	3	4	5
4. I learned what the general expectations are for being a good employee.	1	2	3	4	5
5. I would recommend participation in work site externships to other teachers.	1	2	3	4	5

Write brief responses to the following questions. Use the back or an additional sheet if needed.

6. What was the most important thing you learned during your worksite visits?

Source: "Helping Teachers Connect Academics to the Workplace: An Implementation Guide for Teacher Worksite Externships." The Ohio State University Vocational Instruction Materials Laboratory.

7. What changes do you plan to make in **what** you teach as a result of the worksite visits?

8. What changes do you plan to make in **how** you teach as a result of the worksite visits?

9. What suggestions do you have for modifying the worksite externship program—before, during, and after the worksite visits?

Business Partner Evaluation Form

'98 Summer Externship Program
Business Partner Evaluation Form

Thank you for being a worksite externship partner! Please complete this brief evaluation of your experience so we can continue to improve the program. Return it to Darla Bennett, Region Six School-to-Career Coordinator, 504A 27th Street, Glenwood Springs, CO 81601 no later than Friday, July 17, 1998. For your convenience, a return envelope has been provided.

Respond to each statement below by **circling** 1 if you strongly disagree, 2 if you disagree, 3 if you are neutral, 4 if you agree, and 5 if you strongly agree.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I received adequate information to prepare me for working with visiting educators.	1	2	3	4	5
2. I believe I was able to help educators attain their externship goals.	1	2	3	4	5
3. The worksite externship program was successful.	1	2	3	4	5
4. I would be interested in participating in the worksite externship program next year.	1	2	3	4	5
5. I would recommend participation in worksite externships to others.	1	2	3	4	5

Write brief responses to the following questions. Use the back or an additional sheet if needed.

6. What did you like best about the externship program?

Source: "Helping Teachers Connect Academics to the Workplace: An Implementation Guide for Teacher Worksite Externships." The Ohio State University Vocational Instructional Materials Laboratory.

7. How could we have better supported you throughout the externship experience?

8. What about the program would you do the same way next year?

9. What would you do differently next year?

10. Might you or others in your company like to learn more about additional business-school partnership opportunities? If so, check the partnership ideas listed below about which you would like to receive more information.

- ☐ host student tours/field trips
- ☐ participate in a teacher-employee job swap
- ☐ provide career speakers
- ☐ host student worksite learning experiences
- ☐ provide employees who will mentor teachers
- ☐ provide summer work experiences for teachers
- ☐ provide job shadowing opportunities for students
- ☐ provide employees to mentor internship students
- ☐ serve on an advisory committee

Contact person's name _____

Name of company _____

Phone number _____

Educator Evaluation Results

'98 Summer Externship Program
Evaluation Form

Now that you have completed your worksite externship visit, let us know what you thought about it. Respond to each statement below by **circling** 1 if you strongly disagree, 2 if you disagree, 3 if you are neutral, 4 if you agree, and 5 if you strongly agree.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I received adequate information to prepare me for my externship visits.	1	1	2	11	10
2. I believe I was able to attain my desired outcomes.				15	8
3. I learned how academic skills are used at worksites.			2	7	14
4. I learned what the general expectations are for being a good employee.			1	7	14
5. I would recommend participation in worksite externships to other teachers.		1		5	17

Write brief responses to the following questions. Use the back or an additional sheet if needed.

6. What was the most important thing you learned during your worksite visits?

How important basic communication and people skills are!

That we really do a lot of the same things and that business and industry is really eager to be more active in our schools.

That schools include many workplace competencies in our daily teaching/learning. We need to continue on in a bigger scale.

The diversity of skills expected at level of public administration.

That basic reading, writing, speaking, listening, calculating, and problem-solving skills generalize into all varieties of the workforce.

We're all in this together!

The workplace competencies are essential to be successful on a job. We should demand more of this behavior from our students.

Communication skills are the most valued skills in the workplace.

People need to figure out ways to get along, because all different types may work together in the same work setting. Each person's strengths need to be built on and appreciated.

Workplace skills needed were similar for most businesses.

Employers are worried about the same things within the workplace as we are in the educational arena.

How math and design work together in Commercial Art. How to apply gray scale to color.

What's really going on. What's needed. Kids need to learn to teach selves. Kids need to be willing to work and keep learning. They need to be able to deal with people and communicate.

I learned what worksites think about schools and how the younger generation is different from or has changed within the past few years. This gave me insight into new ways to teach.

# of skills acquired after formal education.

That we, as teachers, were very close to an understanding of what the workplace expects and needs from education.

It was interesting to see the wide array of careers at my worksite. Number of skills used involving planning and individual initiative. What it is like to work for a governmental agency.

That they will train/we should teach students to learn.

Details on applied techniques.

Basic values—promptness, hard work, reliable, willingness to learn were most desired.

That all jobs require people skills. Even those you generally think are for people who prefer not to work with people.

How interested the "employers" are in being partners in education.

Variety of work personnel perform.

7. What changes do you plan to make in what you teach as a result of the worksite visits?

Include even more career experts.

No response.

More emphasis on thinking about workplace competencies as I develop lessons for my class.

Increase on-site experiences for students.

Helping students take classroom instruction and generalize into the workforce.

I will be able to make some general changes and definitely bring focus to careers after school in my classroom presentation.

There will be few changes in what I teach but I will do a much better job of making connections to the world of work.

Adding work-relevancy to every content area.

Continue to push for affective ed in the classroom setting and encourage teachers to look at what they instruct in relation to how it will benefit kids later on.

Practical application is extremely important.

Really, I'm already teaching this way and have been for a long time.

Have students work with printers and the public.

State standards.

I hope to put more career examples into the lessons.

Relate more about how lessons apply to the workplace.

Do a better job of preparing the kids for the expected outcome of any school experience and work to help them understand why it is that the workplace requires the competency(s).

Implement workplace competencies with my content. Communicate to my students.

That work place rules are very much the same as classroom rules.

Incorporate in a more intentional way, workplace competencies into my existing curriculum and lesson planning.

More emphasis on students being responsible for own actions. More emphasis on (story problems) – real world situations.

Use more actual activities that deal with working in the workplace.

Integrate more "work related" units into my lang. Arts curriculum – i.e. more guest speakers, more techical writing practice.

No response.

8. What changes do you plan to make in how you teach as a result of the worksite visits?

Involve more business people in task presentations.

Try to include more people from the community as speakers when possible and try set up more real activities for the kids.

Try to include a better tie-in between workplace/school (academics) more often and also to get my co-workers buzzed about doing this also. I will be sure that district curriculum development includes school-to-career element(s).

Increase verbal reference and classroom role playing in work-related competencies.

More application to real work setting.

I will try to utilize community resources more and computer search more.

I will do a much better job of making connections to the world of work.

Will add more hands-on.

Not sure.

Practical application is extremely important.

Really, I'm already teaching this way and have been for a long time.

"hands on"

Integrate—emphasize more the learning that we received from worksites. Students having videos of worksites in our community would be a useful tool. I will use real-life examples in class from my visits.

I will bring in more real-life examples.

As a vocational teacher, I teach a lot of hands on already.

Do a btter job of preparing the kids for the expected outcome of any school experience and work to help them understand why it is that the workplace requires the competency(s), but really concentrate on competency(s).

Connect content with career areas. Invite more guest speakers in to talk to students.

No response.

Incorporate some of the recent changes in my content area as discovered in the worksite and the way they demonstrated techniques.

Will tie concepts to real world situations found in work world.

Allow students opportunities to experience tasks and planning so they do more instead of absorb more from me.

Integrate more 'work related' units into my lang. Arts curriculum. Ie: more guest speakers, more technical writing practice.

None.

9. What suggestions do you have for modifying the worksite externship program—before, during, and after the worksite visits?

It was successful for me.

More information in initial class that answers questions related to worksite expectations, questions to ask and how to relate visit to our curriculum planning.

Before: brainstorm possible information to gather when calling businesses before the worksite experience. (i.e. dress, parking, lunch provision. . .)
During: I would have preferred working while on the worksite. Even if tasks were basic, I would have preferred some participation to total observation.
After: I want to visit again.

None. Well done! Expand the program, I could benefit from more visits.

Thanks for the beverages and snacks—very nice.

Have a student attend the worksite at a time other than when the teacher does.

Good Job! One of the best I've taken in 20+ years.

Maybe more time planning the experience with the employer before hand. Teacher to worker.

None. It went very well.

None.

Terrific organization. Everything mailed at appropriate times—schedule, map to CMC—really together!! Terrific to have visited 6 businesses! Maybe on first day have a local employer visit with info—kind of a warm up to following 3 days.

Business Partner Evaluation Results

'98 Summer Externship Program
Business Partner Evaluation Form

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Respond to each statement below by **circling** 1 if you strongly disagree, 2 if you disagree, 3 if you are neutral, 4 if you agree, and 5 if you strongly agree.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I received adequate information to prepare me for working with visiting educators.		2		6	2
2. I believe I was able to help educators attain their externship goals.				7	3
3. The worksite externship program was successful.				9	1
4. I would be interested in participating in the worksite externship program next year.			4	1	5
5. I would recommend participation in work site externships to others.			1	3	6

Write brief responses to the following questions. Use the back or an additional sheet if needed.

6. What did you like best about the externship program?

I believe the program gave the participant a better understanding of the variety of positions available.

The intern did a good job. She explained the program and made herself useful and courteous to our guests.

We had additional staff for three days.

Sincerity of the instructors.

The extern was a local person. I felt we were helping the local population.

It is a great way of interacting with the community and other professions. I think teachers and students benefit from observing real-life experiences and jobs related to what their specialities in teaching are.

I really appreciated the fact that our children's educators are getting more workplace experience. It's always valuable to get a different viewpoint.

That the educators were actually in our business. That they were expected to be hands-on in their participation.

I believe first hand experience is important. This program allows the local teachers to be involved with government.

To see what other careers were made available to teachers.

7. How could we have better supported you throughout the externship experience?

Your approach was fine.

Don't know.

Bought donuts!

Nothing.

No need for additional support, other than to make sure the educators understand that this is not just observation, but may well be hands on.

8. What about the program would you do the same way next year?

I think the program should help students to know about career opportunities from a counselor who has had some actual experience.

The day was well spent as is.

Turn the extern loose on a major project.

Have the extern stop by the day prior.

It would be nice to receive feedback from the extern as to what they liked and disliked.

It seemed to go well the way it was.

Appreciated the outline of topics to be covered. Helps all of us to be on the same page.

Put him in the field to work.

9. What would you do differently next year?

I would recommend having the participant schedule days when project work is being completed rather than for three days in a row when they may not get a good variety of experiences.

Nothing.

Provide closer supervision.

Schedule another employee to work that day.

Nothing.

In some years three people in the same week is a bit heavy impact on the business. Two people (i.e. 2 days) might be better.

Nothing.

10. Might you or others in your company like to learn more about additional business-school partnership opportunities? If so, check the partnership ideas listed below about which you would like to receive more information.

☐ host student tours/field trips	2
☐ participate in a teacher-employee job swap	2
☐ provide career speakers	3
☐ host student worksite learning experiences	3
☐ provide employees who will mentor teachers	1
☐ provide summer work experiences for teachers	3
☐ provide job shadowing opportunities for students	3
☐ provide employees to mentor internship students	
☐ serve on an advisory committee	2

Reference List

References

School-to-Work Internships for Educators
Judy Ettinger, Ph.D.
Center on Education and Work
School of Education
University of Wisconsin-Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706-1796
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Fax: (6708) 62-9197
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Helping Teachers Connect Academics to the Workplace
An Implementation Guide for Teacher Worksite Extenrships
The Ohio State University
Vocational Instructional Materials Laboratory
1900 Kenny Road
Columbus, OH 43210-1016
(614) 292-5001
(614) 292-4277 (sales)
(800) 848-4815, ext. 2-4277
1997

Teacher Externship Guide:
Step-by-Step Procedures for Designing Externships
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Making Standards Work!
A Teacher's Guide to Integrating Academic Content Standards and Assessments with Workplace Competencies and School-to-Career Activities
Developed by The Colorado Department of Education in conjunction with
The Colorado School-to-Career Partnership
201 E. Colfax Avenue
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